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ABSTRACT

The successes and failures of a small private college in internationalizing its business curriculum are discussed. The college's condition of severely constrained resources is outlined, and the college's program development approach of sharing resources with other institutions is described. A consortium of local institutions was created to allocate available resources more efficiently. The program successes include additional staff, new courses and strengthened existing courses, and increased on- and off-campus publicity for the program. Failures include overtaxed available resources, small class sizes, and apathetic responses by both the academic and business communities. Ideas for obtaining funding and motivating potential resources to participate are also discussed. (MSE)

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Internationalizing the business program in small colleges under conditions of constrained resources.

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ABSTRACT

Internationalizing the business program in small colleges under conditions of constrained resources.

(approximately 20 minutes)

This presentation is geared to those in either the business or language departments, or in any of the business professions, who are interested in upgrading the international scope and content of business school programs. While the paper is not directed to any specific language or profession, it is intended to stimulate discussion of successes and failures in improving the international content of the business school program.

After describing the environment of a small private college with severely constrained resources, this presentation will briefly discuss successes and failures in internationalizing the business school program. Successes include addition of new people, addition of new courses and strengthening existing courses, and increased on and off-campus publicity for the program. Failures include overtaxing available resources, small class sizes and apathetic responses by both the academic and business communities.

A novel approach to improving several programs simultaneously, especially in light of significant resource constraints, is the sharing of common resources. Some of the existing resources will be listed, followed by a discussion of the creation and use of a consortium of local institutions to more efficiently allocate available resources. Included are some possible sources for funding, as well as ideas for motivating resource participation.

A summary of current progress and future efforts rounds out the presentation.

Internationalizing the business program in small colleges under conditions of constrained resources.

BY

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I. INTRODUCTION

After describing the environment of a small private college with severely constrained resources, this presentation will briefly discuss successes and failures in internationalizing the business school program. Successes include addition of new people, addition of new courses and strengthening existing courses, and increased on and off-campus publicity for the program. Failures include overtaxing available resources, small class sizes and apathetic responses by both the academic and business communities.

A. Accreditation Recommendations

The accreditation body for business programs, the American Assembly of Collegiate Schools of Business (AACSB), maintains formal guidelines for business schools seeking their recognition. These guidelines, first issued in 1919, have evolved into a formal code of standards and practices which business schools are required to follow in constructing and maintaining their programs. The evolutionary nature of acreditation standards has had a significant impact on the international character of business programs in the past decade.

In 1974, the AACSB began requiring its members to include the worldwide nature of business in their programs. This requirement was formalized in the Accreditation Council Policies, Procedures and Standards for 1976-1977. However, a clarification issued in 1978 specifically identifies the intent of this requirement as follows:

> "Schools of Business and Management should demonstrate a basic awareness that business in general extends beyond our country's boundaries. The curriculum should demonstrate a sensitivity to international dimensions and that exposure to international business will be available in the curriculum."[1]

Since this statement was issued, the formal accreditation standards of the AACSB have included the following statement:

> "The purpose of the curriculum shall be to provide for a broad education preparing the student for imaginative and responsible citizenship and leadership roles in business and society - domestic and worldwide. ... There is no intention that any single approach is required to satisfy the worldwide dimension of the Curriculum Standard, but every student should be exposed to the international dimension through one or more elements of the curriculum. [emphasis added]"[2]

Thus, for accreditation reasons alone, business schools are attempting to internationalize their program content, and the qualifications and experience of their faculties.

Within the State of North Carolina, some additional emphasis on internationalization of business school curricula was provided as a result of a report issued by the North Carolina State Department of Commerce. This report, commissioned by the state and delivered in May 1986, recommends a series of steps to be taken by business schools with the express purpose "to educate all business school graduates to have an international perspective, responding to the realities of the business world and the future needs of North Carolina's economic development. [emphasis included]"[3] This report also identifies several possible steps to increase the international content in programs offered by North Carolina business schools.

These two empahses have imposed added international requirements to the curricula of schools which have traditionally offered business programs to attract students. One segment of the academy affected by these additional requirements has been the small private college, which composes a significant minority of the post-secondary educational institutions within the State of North Carolina.

B. Current Environment

The current emphasis in most small private colleges is devoted to programs which will generate student interest, and attract new students to the college campus. This emphasis is especially important in an era of declining enrollments and rising college costs. Therefore, recruiting efforts are directed toward those academic areas which can be expected to generate student (and parent) interest, leading to profitable operations.

There are some natural results from such recruiting efforts. Students at the high school level are more likely to be exposed to local, state and national issues than they are to international issues. Further, students either have definitive, preconcieved notions of the direction of their academic studies upon arrival on a college campus, or arrive to attempt to "find" their niche in life. In either case, little student interest in or knowledge of international issues arrives with them.[4]

Thus, an undergraduate student body in this setting has little interest in international anything. These students are more interested in individual development, the development of friendships, and the discovery of their personal interests. In most cases, international understanding, international issues, and alternative cultures are of no apparent practical value in the above activities, and are therefore percieved by students as something for involvement by someone else.[5] The result: there appears to be no overt, and very little latent student interest or involvement - therefore "student apathy".

Small private colleges also have specific interests when hiring and continuing faculty. These interests also stem from the economic results to be derived by a certain "mix" of individuals; that "mix" is, in part, the result of student perceptions of the willingness of faculty to facilitate student goal achievement (as identified above). One immediate result is that little faculty interest in international issues, cultures and understanding is apparent on small college campuses. To the extent that such interest exists, it is to be found primarily in Foreign Language Departments,[6] where international cultural awareness is a daily part of faculty activity.

As has been pointed out by previous conferences of this sort,[7] the foreign language department is handicapped in its efforts to raise student and faculty awareness, and therefore participation, on campus. The language department is perceived to have a vested interest in building a specific clientele, on which it can continue to build its partisan foundation, and is therefore somehow discounted as a viable protagonist for international awareness in general.

Into all this has come a new awareness on the part of the business community of the importance of international education. In the past two decades the world has shrunk, as transportation, communication and information processing, and financial transactions have become more efficient and more rapid. The growth of the multinational corporation has had a profound effect on the way the business community functions, and on its response to the marketplace and the world around it.[8] Managerial progression in today's larger business firms' is just as likely to require a period of living abroad as a

step toward promotion as the periodic transfer was such a requirement in the decade's of the 60's and 70's. As has often been the case, the selected employee has been ill-prepared to deal with the transnational transition that has faced him, and has been forced to learn by doing upon his arrival - a not too efficient solution to the rapid expansion of business operations.

Yet the business community, too, has been less than enthusiastic in its promotion of international education. Perhaps because the cost was expected to be too high; perhaps becuase the time commitment was too extensive; or perhaps because the right kinds of requirements could not be identified, the business community in general has been slow to promote international education, awareness and understanding. And without some sort of market for finished products upon graduation, the collegiate apparatus has been slow to add international emphasis to its curriculum, thus compounding an inefficient situation.

Within this restrictive environment, there has been little reason for the small private college to emphasize international awareness within its curriculum or its student body. The potential benefits of such action seemed to be far outweighed by the potential costs.[9]

C. Resource Constraints

It is painfully obvious to any informed observer that the cost, to students (or their parents), of a college education is rising. Regardless of the cause for these increases, funding for new programs and improvements in older programs must await the availability of the capital funds to cover their inclusion in the college budget. This restriction imposes a further environmental constraint upon the small private college. The entire gamut of operations for the education provided must be financed by the tuition and fees charged to students. Without access to state treasuries and the power to tax, supplemental funds must be raised through private donations, savings and endowments, and the private capital market.

The existence of this financial constraint is the primary cause for another significant constraint. It is difficult to find faculty and staff with the depth of experience necessary to provide a quality program without exacerbating the rising costs of manpower. Thus, should some interest in international awareness arise, it must be fed by current faculty and staff, until its growth can justify additional expenditure.[10] One way to do this is to make small changes in existing programs or to add small program enhancements that feed on

this enthusiasm. But it is the limitation on directly related experience which tends to dampen enthusiasm, just as a program reaches a point of expansion.

D. Administration support constraints

Administrators, like bureaucrats, bear an unusually heavy burden. The functions performed are, for the most part, mundane. Yet they are as essential as the function performed by faculty, or executives. However, there are limitations on the ability of these supporting actors to facilitate program development and improvement.

Administrative resources have costs, as do any other resources. Rising costs in other sectors of academic operations are matched by rising costs in administrative supplies, salaries, and equipment. Further, changes in the operating environment may have a greater impact on the administrative staff than on the faculty. Computer operations are becoming the industry standard; yet there are training costs and learning curves which impact on this function, just as the demand for the affected administrative services rises.

Just as with the environmental and financial constraints mentioned earlier, administrative constraints limit the scope of options for the small college. Yet the demand for improvements in the product continue unabated.

E. The "Quick-fix" alternative

One of the easiest ways to "internationalize" any program, whether its the business program, or the history program or the art program, is to send students on foreign study trips. Here however, the school attempts to shift the burden of the expense of teaching onto the student, who is expected to volunteer for such study abroad, and to shoulder the additional expense of such activity. As a result, we see small programs which are significantly undersubscribed, or are cancelled, due to lack of participation on the part of students (read here: a corollary to student apathy in general).

To combat this problem, schools seek ways to decrease student cost of participation through creation of foreign branch operations (not unlike multinational corporations). Purchasing an apartment, building or schoolhouse and turning it into a satellite education facility with an on-site manager, may lead to better preparation, an improved reputation, and eventually greater student participation. Yet, in the face of resource constraints, this must be undertaken at

the expense of alternative investments - a not too popular alternative!

II. INDIVIDUAL SCHOOL SUCCESSES

Despite these limitations, there are some steps that can be taken to attempt to generate and nurture any budding enthusiasm in international issues. One suggestion for internationalizing an on-campus program was recently published as a guideline for program improvements.[11] It is to some of these small steps that this paper now turns.

A. Increased Involvement

One of the first steps is to find someone to "get involved"; to get things going. There may currently exist a nucleus of such interest in the form of foreign language clubs, or perhaps an informal international students association. One of the key ingredients is student involvement. If faculty or staff emphasize certain key issues or activities, the students may tag along to see what happens. But, if a suggestion comes from a student, and the student can be encouraged to follow through, progress seems to come naturally. And, if one student can excite another student or two - watch out!

A second step is to identify available resources, especially those resources that can be used gratis.[12] This can be done through such formal techniques as surveys and telephone canvassing, or through such informal methods as "word-of-mouth" and, perhaps most effective, networking. While these resources may exist on campus, there is no reason to exclude the local community, or the nearby area as territory for possible resources.

A third step is to locate independent sources of funding to support international programs. Student and faculty grant programs exist, and scholarship funds are available, which can rapidly expand a small program. This step should be taken advisedly, however, as it adds significant workload and responsibility to anyone willing to attempt such a maneuver.

Yet such steps are necessary, if a school is to create a ready clientele for specific internationally related programs. This early, frustrating work will provide the foundation upon which to base the next major step - program expansion. Because resources flow to successful programs, a foot in the door may lead to much additional

expansion. The next formal step is to win approval for the addition of specific, international issue related courses - and then to fill them!

B. Improved Programs

It is in this capacity that it is handy to have a viable business program. The business community desires additional international knowledge and awareness in its new employees (the college graduates of today's classes), and will help by hiring them. Further, internships for promising business students, especially those with good foreign language skills may appear from thin air.[13]

And then, the successful program feeds on itself! However, it never hurts to have publicity.

C. Increased Publicity

One of the neglected assets in program interest generation is publicity. While the word of mouth technique may work well enough to pass information from one involved individual to another, formal publicity can generate expanded interest from a number of unexpected sources. In addition, there are a number of information transmission means which can be used to generate interest.

People respond to what they see. The use of attractive posters generates curiosity. Direct campus mailings, while of limited benefit, raise awareness. Specific invitations to program related functions adds a touch of individualism and caring that can secure increased interest.

Word of mouth advertisement is the oldest, and most successful form of communication. It is all the more effective because it involves personal contact. All one need to is recall the course one took because "someone said" it would be an easy "A". But in addition to word of mouth advertisement, public announcements at large student gatherings may generate some discussion, leading to curiousity arrousal. In some cases, use of on campus radio announcements, or TV "spots" has also been successful in generating interest.

A neglected publicity resource for most small colleges is the local news media. Print and broadcast media are always looking for "fillers". What better way to get some additional interest than to provide a continuous flow of useful tidbits to the local press. Another practical publicity source is the local "speakers bureau". Providing faculty with interesting experiences to schools, civic organizations,and business gatherings can help to stimulate community

interest "off campus", which can then be drawn on as a asset when on campus resources are insufficient. Cultivating the ear of local reporters, and providing free consulting services make the public aware of an unknown and untapped resource.

As with other improvements, these changes do not come without costs. Resources used to increase publicity and generate curiousity are resources unavailable for program development and expansion. The necessary trade-off must be made somewhere.

So what about all those constraints? What about the limited funding, and the relative disinterest of students and faculty? How does a school with serious constraints go about implementing those steps to bigger and better programs with increased international emphasis? One very useful approach is to seek help, for there is certainly strength in numbers.

III. THE CONSORTIUM APPROACH

Within a radius of 30 miles from the geographic center of the North Carolina triad,[14] there are six small colleges, each with an express interest in internationalizing their respective academic programs. However, for many of the reasons listed above, efforts to improve the international content of programs suffers from resource shortages. This shortage is even more unfortunate in light of the abundance of available resources within the same geographic area.

A. Untapped Resources

North Carolina is one of the leading exporting states in the U.S.[15] Products range from agricultural commodities to assembly line textile and leather products to medical technology and consulting services. This wealth of export production has required the development of a significant supporting service sector within the area, a supporting cast with a storehouse of information which would be usefull to any academic program. These service organizations include major exporting businesses, government agencies and service organizations.

1. The international business community

Major exporting industries maintain departments which work specifically within the international community.[16] Such firms are in daily communication with international markets, and are fully cognizant of the current issues which businesses face in dealing with foreign competition.

Members of these organizations present a rich resource for the aspiring international business program. Speakers can be invited to supplement classroom lectures in specific business-related phenomena. The public financial statements of these firms can be obtained in quantity for practical analysis by international business students. Banking officials familiar with international financing are a very promising resource for major portions of an international business program.

In the same vein, international businesses are the primary consumers of the product of international business programs. Because they are not only in close contact with the international business arena, but also vitally interested in the results of these programs, the international business community provides a ready training ground for students through the use of internships and part-time employment. All that must be done is to make contact with the right people, and convince them of the value of their efforts.

2. North Carolina World Trade Association

Because there are such a large number of businesses within the Triad area with an interest in international trade, international markets, and international business in general, an informal informational exchange program has seemed to be a useful idea. The result was the creation of the North Carolina World Trade Association, with seven chapters throughout the state. These chapters are organized to provide a forum for business people to learn of available programs of assistance, to share experiences and ideas, and to promote their individual line of business. Chapters conduct meetings on a periodic basis to distribute available information through formal presentations, and culminate their activities in a statewide annual meeting. Membership is open to the concerned public from various sectors of activity.

These various chapter activities are facilitated by including representatives of various governmental organizations among the membership, as well as concerned representatives of service agencies, and international business scholars. The result is cross-fertilization of ideas between the various sectors of the business community, the academic community and the governmental community.

3. U. S. Department of Commerce

A major governmental organization interested in promoting international business activities is the U.S. Department of Commerce.

This agency is instrumental in helping business to find foreign opportunities, then to help finance and promote these opportunities one found. Since the employees of this organization are in direct contact with the Federal government, they are perhaps more aware of current policy directions and pending actions than is the average businessperson.

An international business program must be cognizant of the legal and regulatory environment in which its graduates must function. These are major components of the coursework of aspiring international business majors. What better source of current information for course development than those actively involved in such activity? Again, a major resource is readily available, if the right circumstances occur.

4. North Carolina Department of Commerce

Because exporting is a major portion of the economy of the state of North Carolina, a state Department of Commerce has also been established. This agency is very similar in composition to that of the U. S. Department of Commerce, with many of the same activities and resources, but directed from the state, rather than the Federal, government. As with the U. S. Department of Commerce, this agency is a rich source of information about the policy climate for international business activity within the state.

B. Disadvantages of Independence

Therefore, it seems it should be relatively easy to obtain all the resources necessary to establish a dynamic international business program in this environment. All a school need do is send a representative to World Trade Association meetings, visit multinational corporations and banks, peruse the files of Federal and State governmental agencies, and schedule a wealth of guest speakers on topics of pertinence to international students, thus installing the most dynamic of international business programs.

However, in small private colleges, this ignores only a few minor limitations. One is the need to teach multiple courses with multiple preparations with a very limited faculty. There are also administrative activities which are spread over an entire faculty, but a smaller faculty means more work for everyone.[17] Then, any sort of currency in the subject area requires a certain amount of professional reading, which places a further claim on already stretched faculty time.

1. Duplication of effort

Despite the wealth of assets available, each small college must search for the appropriate individuals, attend the appropriate meetings, and follow any resulting leads. This requires the duplication of effort, when representatives of two or more small colleges are located in roughly the same geographic area, and compete for the same contacts.

Another drawback to such an approach (several different representatives seeking after services or information from the same individual) is that academicians quickly "wear out their welcome". Not known for the generous size of honoraria, academic presentations from community members soon become a drudgery rather than a pleasant change of pace.

2. Limited education alternatives

Without access to some of the above mentioned resources, the quality of any small college international business program is certainly suspect. The limited access to current resources impacts directly on the quality of product produced by the institution, which reflects unfavorably in the graduate job market, and in the response for post graduate assistance from alumni.[18] It would seem that a more efficient solution should be found to add international flavor to small college programs, while at the same time taking advantages of the resources available in the local community.

C. The Piedmont Independent College Association (PICA)

Within the North Carolina Triad, we are conducting an experiment to see whether such a cooperative solution can be productive or not. A group of six relatively small private colleges[19] has been organized and incorporated to identify areas of mutual cooperation. One of these areas is that of developing international education.

The collective approach to problem solving is not new, nor is it a rapid method for making changes to existing conditions. Yet, in the case of PICA, previous success has created a foundation on which to build improvements in internationalization efforts. While the purpose of this paper is not to detail the history of any particular organization, there are some important characteristics which promise success for current efforts, based on exisiting organizational structure and practices. After a brief discussion of some of the more important organizational characteristics, I will detail the collective steps underway to improve the international flavor of business (and other) programs within this geographic area. In conclusion, perhaps a

few of the ongoing efforts will provide suggestions to other schools finding themselves in similar circumstances.

1. Organizational Structure

The Board of Directors of the Piedmont Independent College Association[20] is composed of the Chief Executive Officers of the six cooperating colleges. This organization meets three times annually, with the Executive Director of the Association, to discuss pertinent issues and provide general direction for the organization.

The Academic Affairs Council is composed of the Chief Academic Officers of the participating institutions. These senior academicians meet approximately every other month to discuss common problems, propose possible new programs, and in genral provide a forum for communication among the schools in the regional area. It is through this forum that the efforts of an International Education Group were begun.

The International Education Committee consists of representatives of the participating colleges with a direct interest in internationalizing the educational program of their institution. Foriegn Language departments, Business departments, International Studies departments, English departments and History and Philosophy departments have been represented, indicating the broad cross-section of interest in international emphasis across the six campuses. This group meets periodically to discuss issues of mutual interest concerning increased internationalization of current and proposed programs. A summary of the items discussed and efforts to date follows.

2. Joint efforts and common programs

A number of efforts are underway which promise to improve the international scope of current programs. These programs fall essentially into two categories - specific program improvements and administrative efforts.

Three of the six schools currently offer student overseas study programs. These programs run the gamut from short inter-term study abroad trips, through full semesters at dedicated overseas facilities, to full year-abroad study programs. While these programs operate, they compete for the limited student clientele available on any one campus. Through the use of cross-campus registration,[21] more students should be available to provide a base for continuing these programs, while at the same time reducing the all-to-frequent problem of undersubscription in foriegn study programs.

One school currently has an international business major within its curriculum, while a second school has an international management program, both with significant foreign language components. A third school is considering the installation of an international business program, in part in response to requirements of businesses in its own community. A faculty exchange program, along with cross-registration of students seems to hold much promise for improved efficiency and quality programs for all schools involved.

Currently, each of the schools offer several foreign languages, and the capability to major or minor in one or more of these languages. Because no one school can offer advanced programs every semester, students run the risk, through off-sequencing[22], of missing an all-important course, thus jeopardizing graduation and employment opportunites. Through cross-registration, this problem has been ameliorated. Further, through a cooperative approach, it appears it may be possible to add new language instruction capabilities in currently offerred languages, and possibly additional languages, in part through the ability to share students and, perhaps, teaching resources.

Each of the member schools has its own faculty and staff resources. Some of these resources may be underutilized, or may be improperly utilized in their current assignment. One major effort currently underway to address this possible inefficiency is creation of a comprehensive directory of resources. Under the direction of the Executive Director, an attempt is being made to list not only programs, but available faculty resources and nearby community programs and resources. The resulting directory of resources will help those at one institution contact available resources at other institutions, thus strengthing their programs. Further, creation of such a directory seems a practical way to improve direct faculty to faculty communication, through the identification of common characteristics, backgrounds or needs.

One of the more promising aspects of cooperative efforts is the interaction with the local business and governmental sectors. A collegiate directory of resources may offer the business and government community access to services and expertise not otherwise readily available to them. By the same token, a common group of representatives may be able to deal more effectively with the business and government sector, thus creating better working relationships, and obtaining greater access to the resources of these sectors.

An early success in this area is worth noting. As a result of some improved publicity and joint attendance at the North Carolina

World Trade Association chapter meetings, some new enthusiasm for international issues has been generated. A small group of students has gotten together to try to create on-campus chapters of concerned students. One such chapter has held organizational meetings, and the students are working to develop interest on two other campuses. As noted earlier, this is all the more important because the effort is being made by students to improve the international study environment on their campuses.[23]

Finally, the accumulated size of the cooperative association raises the probability of access to financial resources. Grant distributing agencies are challenged to get the greatest effort from the available dollar resources. With a larger total clientele and a broader educational base with which to work, small colleges collectively can raise their competitive "clout" by joining forces. Discussions are currently underway to prepare a joint grant application, the proceeds of which will benefit all participating colleges, rather than the one successfull competitor.

D. The Advantages of joint efforts

The advantages of such cooperative efforts seem plentiful. A litany here would just serve to emphasize the obvious. However, it would seem that the major benefits of such efforts fall into three categories.

The old saw that "the whole is greater than the sum of its parts" seems to have much merit in this type of organization. Pooling of efforts should lead to greater efficiency in the use of already scarce resources. In terms of international emphasis, this may translate into the hiring of more qualified faculty, the expansion of foreign study programs, or the development of common courses.

Another major advantage to such a program is the ability to offer more programs to the collective student body. Rather than a single school providing all the major programs, some division of effort should provide specialization in programs where a single institution has a specific strength. This specialization can be facilitated by the cross-registration of students, thus expanding the overall base upon which institutions may draw their student clientele.

A corallary improvement may perhaps occur in recruiting efforts. With more to offer, more students (and perhaps better students) would be willing to spend the tuition dollars to pay for percieved benefits in a multi-institutional program. In the same vein, more and better students should lead to an improved educational atmosphere, where students and faculty can interact on a broader plane

than exists on an individual small college campus. Additionally, such improvements may generate some enthusiasm among faculty and students. Such enthusiasm is an essential ingrediant to growth, but it is also a catalyst. If faculty and students get interested, improvements are bound to follow.

E. A Note of Caution?

Lest this paper present an overly optimistic view of the benefits of cooperative efforts, a dose of caution is also appropriate. Changes do not take place overnight, but only through the committment of time, effort and financial resources. Each of these hurdles presents its own impediments to solution.

Any programatic improvements take time to plan, to develop, and to implement. In small colleges operating with constrained resources, time is at a premium. As mentioned earlier, faculty are spread thin. Administrative personnel have their hands full. And all concerned have daily problems to face in maintaining quality in existing programs. As with any improvement, the benefits of tomorrow are built on the sacrifices of today. Yet, those sacrifices are not easily made.

There are few rewards for starting new programs. Most measures of success come several years down the road when the product is completed. Couple that with the inbred fear of change, and early efforts go unheralded. This, however, is not unlike the rewards for teaching itself, which do not normally come until an undergraduate student finds his role in society, and provides feedback that the results are directly attributable to earlier faculty efforts.

Finally, in a cost conscious society, the growth and success of programs is tied to the financial resources available to build the program. With cost constraints and income restrictions on smaller institutions, programs to internationalize the curriculum can only come at the expense of other types of programs. Increased institutional income appears to be an unlikely source of expansion, especially in light of recent changes in the legal environment in which these institutions must operate.[24]

It appears that success in expanding international programs in small colleges operating under conditions of constrained resources, whether those programs are business programs or other programs, will ultimately depend on the committment of the entire organization to the product produced. Small programs can be started, but it appears that faster and more lasting growth can only be assured through the joint efforts of a collective body. In the long run, however, the greatest

benefit of a cooperative approach such as the one above will be seen in the product provided to society - our small college graduates.

[1] Accreditation Council of the American Assembly of Collegiate Schools of Business, "Accreditation Council Forum" in The AACSB Bulletin, vol. 2, no. 2, Winter 1978, p. 31. The formal statement goes on to say, "There is no single way to meet this standard. Examples of expressions of the international dimension can be: 1. Inclusion of international dimensions within the subject matter areas (accounting, finance, marketing, econ omics, production, etc.), or 2. Offering selected internationally-oriented courses, or 3. Participation in international workshops, international faculty exchanges, faculty and student exchanges, and the like."

[2] The American Assembly of Collegiate Schools of Business, Accreditation Council Policies, Procedures and Standards, 1986-1987, St. Louis, MO: AACSB, 1986, p. 29.

[3] Professor Lee C. Nehrt, "Needs of the State of North Carolina for International Business Education and Joint Programs Between the NCWTA, the Business Schools and the North Carolina Department of Commerce", Raleigh, NC: State Department of Commerce, 1986, p. 1.

[4] This description obviously excludes those rare students who have traveled extensively, and arrive on the college campus with a cosmopolitan view of the international community.

[5] This, of course, ignores the minority foriegn student, who is immediately thrust into an international position due solely to locational circumstances.

[6] Undoubtedly, there are other faculty members and other departments with a direct interest in international awareness, such as Political Science, History, and many of the Humanities. However, none of these faculty departments is as directly tied to international awareness as is the foreign language department.

[7] For a general discussion of this and other problems related to language department involvement in business school curricula, see Samuel L. Hayden, "Foreign Languages, International Studies and Business (A Dubious Savior)" in The Annals of the American Academy of Political and Social Science, #449 (May 1980) pp. 151-164.

[8] No longer can firms produce solely for the domestic marketplace, as foreign competition soon drives prices down, reducing profits and eliminating small firms. Additionally, new calls for "social responsibility" on the part of business (from pollution control to employeee welfare) have forced firms to "rethink" the entire marketing process. See, for example, Richard J. Barnet and Ronald E. Mueller, Global Reach, New York, NY; Simon & Schuster, Inc., 1974 orNiel Hood and Stephen Young, The Economics of Multinational Enterprise, New York, NY: Longmans Group, Ltd., 1979.

[9] The benefits (an enlightened graduate, an international reputation, and some small accolades) seemed hardly worth the costs (possible lost revenues, dissention on the faculty, among staff, and within the board of directors, to name but a few).

[10] The anticipated return must be greater than the anticipated increase in cost for faculty, staff and facilities.

[11] Hughes-Wiener, Gail. "Practical Procedures for Internationalizing An Academic Unit" in International Studies Notes of the International Studies Association, June/July 1986, p. 22.

[12] In this case, the term resources refers primarily to "people with acceptable and significant experience, which can be used to lend credence to infantile international programs".

[13] In one case, a student applied to participate in an internship program, but was not selected. However, when the firm, which does 50% of its business directly with German exporters, learned that the student had a minor in German, they created a brand new internship program, just for that student. He now works part time as a translator of German business documents, while completing his final semester.

[14] The North Carolina Triad is a geographic area encompassing the cities of Greensboro, Winston-Salem, and High Point and their respective suburbs. The three cities are approximately equidistant from each other, forming a triangle about 17 miles per side. Within this area are three state-supported colleges, three community colleges, one major University, and six independent colleges with some form of religious affiliation.

[15] While North Carolina ranks 21st among the 50 states in terms of dollar value of foreign trade, this is due in large part to the relative size and development of the state. The state is among the top five in exports of Furniture, Apparel and Textiles, Metals and Mineral Processing and Industrial Machinery and Equipment, totalling in excess of $300 million in 1985 alone. Within the state, the Triad (Greensboro-Winston Salem-High Point Standard Metropolitan Statistical Area) ranks 25th nationally in terms of industrial employment and output, a major portion of which is exported. Within this area, foreign multinational firms from Spain, Germany, Japan and Italy have found a favorable production climate, and have located here. Source: U. S. Department of Commerce, Greensboro Regional Office.

[16] Within the Triad, such major multinational corporations as The R. J. Reynolds - Nabisco Company and Burlington Industries are examples, while the First Wachovia Bank exemplifies the service industries in support of international operations.

[17] Some activities are necessary regardless of the size of the faculty: such as membership on various committees, academic advising of students, participation in student life and development activities, and the necessity to support athletic events. Each of these places a claim on faculty time.

[18] In this case, the loss can be significant, and financial. The primary source of endowment funds is alumni contributions. Those alum who feel they did not get what they anticipated from their college education are not likely to provide much in the way of endowment funds, thus not helping the problem of constrained resources.

[19] The six member colleges range in size from the largest (3100 students and 350 faculty) to the smallest (550 students and 125 faculty), with a cumulative total of 7,900 students and 1300 faculty.

[20] Most of the following organizational history is based on personal discussions with Dr. Daniel N. Moury, Executive Director of the Piedmont Independent College Association.

[21] This ability to cross register is the result of decisions made by another organizational committee, that made up of the several school registrars.

[22] "Off-sequencing" refers to those few students who decide late in their academic career, or take courses in the wrong sequence, resulting in the inability to complete a program due to unfulfilled prerequisites.

[23] This provides additional benefits, as one of the student organizers was able to make appropriate contacts, and is spending the summer working in Barcelona, Spain with a Spanish firm he contacted during the organization process. The news of this "opportunity" has generated additional student interest in the various non-classroom international activities.

[24] The recent 1986 Tax Reform Act is expected to reduce the available pool of donation funds from various sources due to its less attractive tax benefit provisions for those donations. This is but one example of the referenced changes in the legal environment.

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